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Introduction

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The diversity of the Association for Behavior Analysis (ABA) may be one of its major strengths. That diversity is an intellectual and emotional reinforcer easily experienced while attending ABA's annual conference. There are few important problems that at least some well-trained, dedicated, thoughtful behavior analysts are not working on; few areas of human concern go unnoticed by ABA, whether they be mainstream areas, such as developmental disabilities and organizational behavior management, or those more off the behavior analyst's well-trod path, such as the threat of nuclear war, abused children, life-style diversity, and racial inequality.

However, one important area has seemed relatively neglected—the teaching of behavior analysis. But as we have discovered during the last 2 years, ABA is full of closet teachers of behavior analysis; with a little encouragement, these teachers will share their successes in using behavior analysis to teach behavior analysis.

Based on their main emphasis, we have divided the papers in this fall's issue into three general categories—what to teach, how to teach it, and where to teach—although, of course, most of the papers do address all three issues.

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WHAT TO TEACH

Jack Michael is the epitome of the person who has dedicated his life to the teaching of behavior analysis. In the lead article of this section, he presents the latest refinement in his intellectually rigorous, meticulous analysis of the subject matter of behavior analysis; in so doing, he demonstrates how teaching undergraduates (as well as graduate students) can be symbiotic with advanced theoretical analysis, each pointing the way to improvements in the other.

Sigrid Glenn and Janet Ellis have pioneered in the founding of an independent department of behavior analysis. In doing so, they have spent more time than most in careful consideration of the needs of our field—what our graduates should know and be able to do, how they might acquire those intellectual and performance skills, and what will happen to those skills and those graduates once they have graduated. The recommendations of these two teachers of behavior analysis are based more on an objective analysis of our field than on reliance on precedent and tradition.

HOW TO TEACH IT

Although some of us may now be jaded with regard to personalized systems of instruction (we have almost abandoned it as a research area), David Polson, a new teacher of behavior analysis, reminds us empirically of its staying power. In addition, he combines the venerable, although often-neglected, traditional instructional strategies with some new twists. In so doing, he provides an exemplary case of the use of

behavior analysis to teach behavior analysis.

Stephen Graf, with his experience as one of the first desk-top computer users in our field, reviews three computer simulations of the operant conditioning laboratory. He finds them all of potential value for the teacher who does not have a live-animal laboratory. In addition, one of the programs could be used to conduct actual human operant research. But these programs need not be used just as a substitute for working with live animals; our students appreciate the virtual rat even as a supplement to our real operant conditioning laboratory. Incidentally, as one of our field's most effective users of Robert Horn's information mapping, Graf uses that technology in the structuring of this review.

Eliot Shimoff and Charles Catania developed a virtual Skinner box (one of those reviewed by Graf) before the term *virtual* was fashionable. They have brought their extensive animal-laboratory experience to bear on the development of an impressively subtle and realistic shaping simulation. In addition to shaping, their set of programs also teaches the working of cumulative records, one of the few other concepts in behavior analysis that is almost impossible to teach by textbook.

WHERE TO TEACH IT

Gerald Shook and Jerry Eyer present an excellent program of distance education that provides statewide training in applied behavior analysis to human services workers, thus enabling them to pass a state licensing examination. Such dissemination programs are essential if we are to meet the growing need for trained and licensed behavior analysts throughout the world.

Barry Lowenkron and Lynda Mitchell provide a creative and effective model for developing master's degree programs in behavior analysis at universities where behavior analysts are spread thinly across departments. They show how it is possible to skirt the political quagmire of futile attempts to develop an interdepartmental program by offering separate but complementary programs in each participating department.

Linda Hayes, Steven Hayes, Patrick Ghezzi, Sidney Bijou, Lawrence Williams, and William Follette also present an impressive and inspiring model for lighting a thousand candles in the behavioral darkness. They demonstrate the feasibility of starting a self-capitalizing behavior analysis program, with essentially no funding from the host university. If others are able to replicate this well-thought-out and well-implemented feat, this model could lead to an unprecedented behavioral renaissance.

Finally, Richard Malott, Pamela Vunovich, William Boettcher, and Corina Groeger present a set of three behavioral systems models. These models are designed to help in the development of integrated behavior analysis training programs from the global level of ABA down to the local level of the individual faculty member.

In sum, when combined with the special section on teaching behavior analysis in the Spring 1995 issue of *The Behavior Analyst,* this collection of articles includes enough good ideas, good implementations, and good inspirations to help fuel the continued and improved teaching of behavior analysis. Please read, implement, improve, and disseminate.